

# El Mirage Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

12308 W. Thunderbird Road, El Mirage, AZ 85335

Dysart Unified District

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Underperforming\*

\* The profiles are Excelling,  
Highly Performing, Performing  
or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Not Met

School Improvement  
Status\*\*\*

Corrective Action

\*\*\* For additional information,  
please refer to the AYP page  
in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Ms. Glenda Rios  
Schedule : 7:00 AM to 4:30 PM  
Grades : K-8  
2003 Enrollment : 913  
Web Address :  
Phone Number : (623) 876-7200  
Fax Number : (623) 876-7208  
E-mail : elmirage@dysart.k12.az.us

### Mission

Our mission is to move towards developing and maintaining a philosophy of respect and high expectations of excellence for all students, teachers and staff; and advancing into the 21st Century with Excellence in Motion.

### School / Academic Goals

- ü Improve basic skills of reading, writing and math; implementing Success For All program for K-3 that provides effective reading; intervention instruction to have all kids reading at grade level by third grade.
- ü Apply critical and higher-order thinking skills to all areas of learning.

### Instructional Programs

- ü Self-contained and On-site Special Ed.
- ü Art/Music/PE/Computers
- ü National Junior High Honor Society
- ü Success For All K-8 Program

### Enrollment

October 1, 2002 School Year Student Enrollment : 924  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 52

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 45 minutes  
First Day of School : 8/7/2003  
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# El Mirage Elementary School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

### Council Duties

- Ü School Safety Issues
- Ü Budget
- Ü Extracurricular Activities
- Ü Academic Focus
- Ü Parent/Educator Relations
- Ü School Improvement/Instructional Program

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	50.00
Other Professional Staff	11.00	Teacher Aide	12.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	30	0	0	0
4 to 6 years	14	6	2	0
7 to 9 years	3	5	0	0
10 or more years	9	4	0	0

## Shared Responsibilities

### School

Provide a safe environment. Ensure high academic standards. Provide an atmosphere for positive communication.

### Parents

See that child is punctual and attends school on a regular basis. Support the school in efforts to maintain proper discipline. Encourage academic success and follow through on homework. Communicate regularly with teacher.

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Library

### Extracurricular Activities

- Ü Dance Club
- Ü Cheer Squad
- Ü Sports
- Ü Tutoring

### Social Services

- Ü After School Programs
- Ü Clothing/Food Banks
- Ü Literacy Classes
- Ü Adult English Classes

## Transportation Policy

Students who reside in the square mile of the city of El Mirage are not provided transportation. Transportation is provided to Kinder students who live more than .06 miles from school and students enrolled in a self-contained Special Education class.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Goal was met to reduce absenteeism and improve attendance by one percent.

ü Goal was met to implement Success For All Program K-8th.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Kids At Hope School	2001
ü Phoenix Suns Quest Award	2002
ü Success For All Recognition	2003
ü Arizona Republic Learning From The Best	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	26	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	10	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			76
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	54	48
Grades 3-4	71	40
Grades 4-5	66	70
Grades 5-6	81	78
Grades 6-7	67	72
Grades 7-8	80	77

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	911	75372	99	101	101	467	497	523	38	19	9	41	35	25	15	31	36	6	15	30
All Students (Prior Year)	102	638	70809	NA	NA	NA	459	498	518	41	17	11	37	33	27	19	33	35	3	16	27
Female	55	417	36901	100	99	101	472	494	524	35	19	8	38	37	25	20	30	36	8	13	31
Male	53	490	38385	98	102	101	462	499	523	40	19	9	44	34	24	11	32	36	4	16	30
African American	NC	77	3589	NC	97	96	NC	482	501	NC	30	18	NC	38	33	NC	21	33	NC	11	16
Hispanic	103	408	29103	98	100	99	467	484	510	37	25	12	42	42	31	15	23	36	6	10	20
Asian/Pacific Islander	--	18	1574	--	106	96	--	519	549	--	6	3	--	19	14	--	63	34	--	13	48
American Indian/Alaskan Native	--	12	5086	--	100	114	--	499	491	--	8	22	--	50	38	--	25	28	--	17	12
White	NC	375	34597	NC	98	98	NC	511	535	NC	11	4	NC	30	20	NC	39	38	NC	20	38
Students with Disabilities	NC	72	8057	NC	75	99	NC	439	496	NC	67	23	NC	33	31	NC	0	28	NC	0	17
Students without Disabilities	104	839	67315	103	104	101	468	497	525	37	18	8	41	35	24	16	32	37	6	15	31
Limited English Proficient Students	67	167	16925	99	94	112	459	462	482	44	41	27	40	41	40	7	11	26	9	7	7
Migrant Students	15	22	869				450	448	501	55	62	17	36	31	30	0	0	39	9	8	14
Economically Disadvantaged	108	176	26325				467	472	504	38	33	15	41	41	34	15	21	33	6	6	18
Non-Economically Disadvantaged	--	735	49047				--	502	530	--	16	6	--	34	21	--	33	37	--	17	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	899	75221	98	100	101	484	507	523	36	17	8	36	23	16	25	50	56	2	10	21
All Students (Prior Year)	102	637	70860	NA	NA	NA	482	516	524	37	14	9	29	20	17	27	44	45	6	22	30
Female	56	413	36833	102	98	100	488	509	526	27	14	6	41	25	15	29	50	56	2	11	23
Male	51	484	38319	94	101	101	480	505	520	45	19	9	31	21	17	21	49	56	2	10	18
African American	NC	76	3597	NC	96	97	NC	499	510	NC	23	14	NC	23	22	NC	52	53	NC	3	11
Hispanic	102	402	29019	97	98	99	484	499	513	36	24	12	36	27	21	26	40	55	3	9	13
Asian/Pacific Islander	--	18	1572	--	106	95	--	514	536	--	0	2	--	19	9	--	81	57	--	0	31
American Indian/Alaskan Native	--	13	5071	--	108	114	--	500	502	--	17	20	--	42	27	--	25	46	--	17	8
White	NC	360	34543	NC	94	97	NC	516	531	NC	9	4	NC	18	12	NC	58	58	NC	14	26
Students with Disabilities	NC	65	8006	NC	68	99	NC	475	505	NC	50	22	NC	50	23	NC	0	42	NC	0	13
Students without Disabilities	104	834	67215	103	104	101	484	507	524	36	17	7	36	23	16	25	50	56	2	10	21
Limited English Proficient Students	67	161	16853	99	90	112	476	479	489	42	38	29	44	46	36	14	13	32	0	2	3
Migrant Students	15	22	866				471	470	503	55	58	19	27	25	23	18	17	49	0	0	8
Economically Disadvantaged	107	175	26256				484	491	509	36	29	14	36	33	24	25	33	51	2	5	11
Non-Economically Disadvantaged	--	724	48965				--	510	528	--	14	5	--	21	13	--	54	58	--	11	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	863	73654	97	96	99	484	512	530	38	18	9	26	21	13	37	59	70	0	2	7
All Students (Prior Year)	98	612	68592	NA	NA	NA	482	530	542	44	13	9	14	15	12	40	59	63	1	13	16
Female	54	403	36239	98	96	99	493	517	537	26	15	7	36	20	11	38	60	72	0	4	10
Male	51	458	37301	94	95	98	478	507	523	48	20	12	17	21	15	36	58	68	0	1	5
African American	NC	76	3488	NC	96	94	NC	510	515	NC	21	16	NC	21	18	NC	54	62	NC	4	4
Hispanic	102	394	28348	97	96	96	485	501	520	37	26	13	24	22	17	38	51	65	0	1	5
Asian/Pacific Islander	--	18	1558	--	106	95	--	539	547	--	0	3	--	19	8	--	81	76	--	0	13
American Indian/Alaskan Native	--	13	4947	--	108	111	--	496	507	--	25	22	--	25	22	--	50	53	--	0	3
White	NC	349	33924	NC	91	96	NC	521	537	NC	11	5	NC	19	10	NC	66	75	NC	4	9
Students with Disabilities	NC	59	7306	NC	61	90	NC	505	506	NC	0	24	NC	0	20	NC	100	52	NC	0	4
Students without Disabilities	103	804	66348	102	100	100	484	512	531	38	18	8	26	21	13	37	59	71	0	2	8
Limited English Proficient Students	66	155	16422	97	87	109	477	482	495	45	38	30	24	26	27	31	36	43	0	0	0
Migrant Students	17	24	849				464	466	511	69	67	19	8	7	22	23	27	56	0	0	4
Economically Disadvantaged	106	169	25711				484	492	514	38	33	16	26	23	19	37	44	61	0	0	3
Non-Economically Disadvantaged	--	694	47943				--	516	535	--	15	7	--	20	11	--	62	74	--	3	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	855	76230	103	105	101	449	470	498	37	26	12	51	47	38	4	11	12	8	17	37
All Students (Prior Year)	101	633	72888	NA	NA	NA	418	475	494	59	23	14	35	42	40	3	12	12	4	24	34
Female	42	419	37247	102	104	100	457	472	500	26	21	11	63	52	40	3	11	13	9	15	37
Male	55	429	38725	102	104	101	444	468	497	46	30	14	41	42	37	5	10	12	8	18	37
African American	NC	68	3594	NC	94	96	NC	469	476	NC	24	22	NC	47	46	NC	13	11	NC	16	21
Hispanic	90	348	28100	100	99	98	449	459	482	37	34	18	51	49	47	4	7	11	7	9	24
Asian/Pacific Islander	--	14	1447	--	108	95	--	493	527	--	14	5	--	36	26	--	36	11	--	14	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	NC	369	35389	NC	99	96	NC	483	514	NC	14	6	NC	50	32	NC	14	14	NC	23	48
Students with Disabilities	NC	72	9022	NC	73	105	NC	451	465	NC	40	31	NC	47	43	NC	7	8	NC	7	17
Students without Disabilities	90	783	67208	107	109	100	449	470	500	36	26	12	51	47	38	4	11	12	8	17	38
Limited English Proficient Students	54	166	14826	90	101	113	446	443	460	34	45	31	58	46	51	3	3	8	5	6	10
Migrant Students	NC	13	837				NC	459	478	NC	38	19	NC	38	51	NC	13	8	NC	13	21
Economically Disadvantaged	98	173	25037				449	450	477	37	40	21	51	48	47	4	6	11	8	7	21
Non-Economically Disadvantaged	--	682	51193				--	474	507	--	23	9	--	47	35	--	12	13	--	19	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	847	76202	100	104	101	488	499	505	44	28	19	32	28	24	19	37	46	4	7	11
All Students (Prior Year)	101	624	72779	NA	NA	NA	470	494	505	71	34	21	16	21	20	13	37	43	0	7	15
Female	41	415	37231	100	103	100	491	500	507	38	22	16	38	31	24	21	40	48	3	7	13
Male	53	426	38718	98	103	101	486	498	503	49	34	22	27	26	24	19	33	44	5	6	10
African American	NC	69	3600	NC	96	97	NC	494	497	NC	27	28	NC	35	29	NC	37	39	NC	2	5
Hispanic	87	345	28090	97	98	98	488	491	497	45	38	28	32	32	30	18	27	37	5	4	5
Asian/Pacific Islander	--	14	1443	--	108	95	--	516	515	--	0	9	--	43	19	--	50	53	--	7	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	NC	363	35371	NC	98	96	NC	505	512	NC	19	10	NC	26	20	NC	45	54	NC	10	16
Students with Disabilities	NC	75	9097	NC	77	106	NC	489	493	NC	38	39	NC	38	27	NC	25	29	NC	0	5
Students without Disabilities	87	772	67105	104	108	100	488	499	506	44	28	18	32	28	24	19	37	47	4	7	12
Limited English Proficient Students	53	163	14780	88	99	113	486	483	486	50	59	50	32	27	32	16	11	18	3	3	1
Migrant Students	NC	12	832				NC	493	492	NC	43	36	NC	14	31	NC	43	31	NC	0	3
Economically Disadvantaged	95	171	24961				488	489	495	44	42	32	32	33	30	19	21	34	4	3	4
Non-Economically Disadvantaged	--	676	51241				--	501	509	--	25	14	--	28	22	--	40	51	--	7	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	812	74692	96	100	99	455	482	502	50	29	18	34	32	27	15	36	47	1	3	8
All Students (Prior Year)	95	609	70710	NA	NA	NA	429	488	512	69	30	17	19	28	26	10	34	42	1	8	16
Female	41	406	36710	100	100	99	465	491	509	44	21	14	38	34	26	15	41	50	3	4	10
Male	49	401	37742	91	97	98	449	473	495	55	36	22	30	31	28	15	31	44	0	2	6
African American	NC	68	3516	NC	94	94	NC	483	487	NC	22	26	NC	39	31	NC	37	39	NC	2	4
Hispanic	85	337	27492	94	96	96	454	467	486	50	41	27	35	33	32	13	25	38	2	2	4
Asian/Pacific Islander	--	14	1428	--	108	94	--	501	528	--	7	8	--	57	20	--	21	54	--	14	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	NC	357	34785	NC	96	94	NC	494	517	NC	19	10	NC	32	23	NC	46	56	NC	3	11
Students with Disabilities	NC	72	8428	NC	73	98	NC	452	472	NC	50	38	NC	38	30	NC	13	29	NC	0	3
Students without Disabilities	84	740	66264	100	103	99	455	482	503	50	29	17	34	32	27	15	37	48	1	3	8
Limited English Proficient Students	53	161	14363	88	98	109	444	444	459	57	61	47	41	33	34	3	6	19	0	0	1
Migrant Students	NC	12	814				NC	476	475	NC	29	33	NC	29	37	NC	43	27	NC	0	2
Economically Disadvantaged	91	163	24507				455	462	480	50	44	31	34	33	33	15	21	33	1	2	3
Non-Economically Disadvantaged	--	649	50185				--	486	511	--	26	13	--	32	24	--	39	53	--	3	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	651	71167	89	99	99	415	441	463	79	57	38	19	34	41	2	8	14	0	1	7
All Students (Prior Year)	93	519	66213	NA	NA	NA	405	434	459	89	58	39	9	35	40	1	5	14	0	2	7
Female	41	332	34825	98	100	99	427	445	462	69	53	38	28	38	42	3	8	14	0	1	6
Male	37	313	36047	80	96	99	403	437	464	90	60	38	10	31	39	0	7	15	0	2	8
African American	NC	49	3225	NC	96	95	NC	432	441	NC	65	57	NC	33	34	NC	2	6	NC	0	2
Hispanic	71	299	23643	87	95	97	414	430	445	81	68	53	19	28	37	0	4	8	0	0	2
Asian/Pacific Islander	--	10	1503	--	100	100	--	489	493	--	13	18	--	25	40	--	50	23	--	13	19
American Indian/Alaskan Native	--	NC	5161	--	NC	103	--	NC	435	--	NC	63	--	NC	30	--	NC	5	--	NC	2
White	NC	261	35245	NC	96	95	NC	455	476	NC	43	26	NC	43	45	NC	11	19	NC	2	10
Students with Disabilities	NC	53	8095	NC	73	104	NC	408	426	NC	86	69	NC	14	25	NC	0	5	NC	0	1
Students without Disabilities	70	598	63072	92	102	99	416	442	464	79	56	37	19	35	41	2	8	15	0	1	7
Limited English Proficient Students	32	111	10317	74	94	111	408	412	426	83	85	72	17	15	25	0	0	2	0	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	78	131	17057				415	417	440	79	80	58	19	19	34	2	1	6	0	0	2
Non-Economically Disadvantaged	--	520	54110				--	447	468	--	52	33	--	38	43	--	9	16	--	2	8

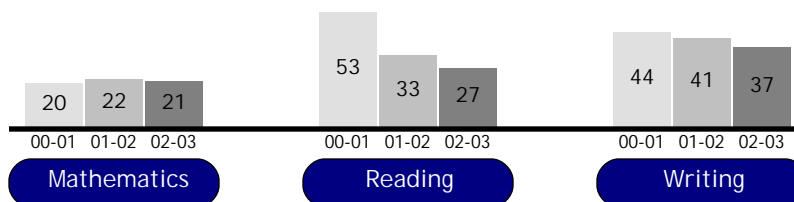
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	648	71100	88	99	99	462	487	502	60	35	25	29	26	21	10	33	40	2	7	15
All Students (Prior Year)	95	519	66144	NA	NA	NA	461	492	504	67	34	24	27	24	20	4	32	40	3	10	16
Female	41	332	34801	98	100	99	471	493	505	53	28	21	31	29	22	13	35	42	3	8	15
Male	36	314	36010	78	97	99	453	480	499	67	43	28	27	23	20	7	29	38	0	5	14
African American	NC	49	3219	NC	96	95	NC	484	486	NC	42	38	NC	18	24	NC	38	31	NC	2	7
Hispanic	70	300	23630	85	96	96	462	476	485	60	44	37	32	28	25	7	25	32	2	3	6
Asian/Pacific Islander	--	11	1509	--	110	100	--	520	522	--	11	12	--	0	14	--	78	46	--	11	28
American Indian/Alaskan Native	--	NC	5144	--	NC	102	--	NC	478	--	NC	46	--	NC	24	--	NC	25	--	NC	5
White	NC	260	35198	NC	95	95	NC	498	515	NC	23	15	NC	27	18	NC	39	47	NC	11	21
Students with Disabilities	NC	60	8121	NC	82	105	NC	430	470	NC	100	55	NC	0	20	NC	0	21	NC	0	4
Students without Disabilities	68	588	62979	89	101	99	464	487	503	58	34	23	30	26	21	10	33	41	2	7	15
Limited English Proficient Students	32	112	10304	74	95	110	452	456	462	79	73	63	17	20	23	4	7	13	0	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	77	130	17040				462	467	483	60	53	40	29	30	25	10	16	29	2	1	6
Non-Economically Disadvantaged	--	518	54060				--	492	507	--	30	20	--	25	20	--	36	43	--	8	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	630	69001	83	96	96	446	473	490	54	28	17	39	44	37	7	28	45	0	0	1
All Students (Prior Year)	90	490	63579	NA	NA	NA	449	477	493	61	25	15	32	49	42	7	26	41	0	0	2
Female	41	327	34086	98	98	97	458	482	496	44	21	13	44	42	36	13	36	51	0	0	1
Male	32	298	34644	70	92	95	432	463	484	67	35	22	33	46	39	0	19	38	0	0	0
African American	NC	48	3115	NC	94	92	NC	474	478	NC	20	25	NC	52	44	NC	27	31	NC	0	0
Hispanic	67	289	22656	82	92	92	446	464	476	55	39	27	38	39	43	7	22	30	0	0	0
Asian/Pacific Islander	--	11	1472	--	110	98	--	511	507	--	11	8	--	22	30	--	67	60	--	0	2
American Indian/Alaskan Native	--	NC	4940	--	NC	98	--	NC	469	--	NC	34	--	NC	43	--	NC	23	--	NC	0
White	NC	255	34501	NC	93	93	NC	483	500	NC	16	10	NC	47	34	NC	36	55	NC	0	1
Students with Disabilities	NC	57	7386	NC	78	95	NC	427	459	NC	86	46	NC	14	37	NC	0	17	NC	0	0
Students without Disabilities	65	573	61615	86	98	97	448	474	491	53	27	16	40	44	37	7	29	45	0	0	1
Limited English Proficient Students	32	110	9662	74	93	104	436	440	454	63	67	51	33	30	40	4	4	9	0	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	73	125	16383				446	449	472	54	54	30	39	35	43	7	11	26	0	0	0
Non-Economically Disadvantaged	--	505	52618				--	479	494	--	22	14	--	45	36	--	32	49	--	0	1

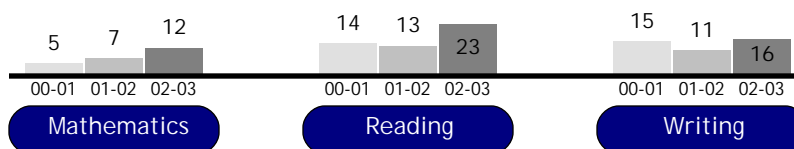
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

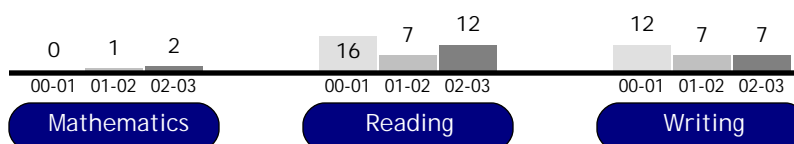
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

#### Glossary:

**Adequate Early Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link



## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	75	26	43	53	97	15	32	44	90	22	42	50
	Language	81	16	36	45	97	9	27	39	70	15	33	43
	Mathematics	84	37	44	56	97	26	40	52	98	27	37	57
3	Reading	81	23	41	50	98	13	38	43	96	13	35	47
	Language	82	31	50	55	98	21	47	50	99	21	42	54
	Mathematics	82	24	41	53	98	17	42	50	98	19	39	54
4	Reading	61	28	47	55	100	12	36	47	91	16	43	52
	Language	71	25	44	50	100	16	37	45	97	17	42	48
	Mathematics	73	29	52	56	100	12	41	52	94	13	46	57
5	Reading	74	18	42	51	100	11	36	46	93	20	40	50
	Language	81	14	36	46	100	11	33	43	100	17	34	46
	Mathematics	83	20	46	56	100	17	46	54	98	22	43	57
6	Reading	80	24	38	54	100	15	40	49	98	20	40	53
	Language	80	17	30	46	100	11	32	42	100	15	34	45
	Mathematics	81	39	44	61	100	29	48	58	100	25	47	62
7	Reading	89	19	37	53	100	13	35	48	100	22	42	51
	Language	84	20	42	55	100	13	35	51	100	24	47	54
	Mathematics	90	20	39	57	100	19	40	54	100	37	45	58
8	Reading	89	23	40	55	100	19	36	49	100	22	41	53
	Language	86	19	34	50	100	13	33	46	100	16	35	49
	Mathematics	86	29	43	57	100	24	40	54	100	26	42	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Developed a schoolwide Discipline Policy. We have an Academic Advisor and Prevention Specialist working with students with behavior problems. We implemented the SFA program and a component of program is Getting Along - we are a Kids At Hope School.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Glenda Rios	(623) 876-7200
Transportation Policy	Lynn Ortega	(623) 876-7000
Community Resources	Karyn Morse	(623) 876-7000
School Nutrition Programs	Lorel Synder	(623) 876-7000
Parent Organization	Glenda Rios	(623) 876-7200
Student Health/Nurse	Jama Fridley	(623) 876-7200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)